

# CHILD WELFARE LEAGUE OF AMERICA, INC.

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## BULLETIN

DECEMBER, 1943

### Her Friends Speak

*M*ANY have told us in recent weeks of their love and high regard for Mary Irene Atkinson. She, who once wrote regularly for the League's BULLETIN, would nod approval at our selection of Loula Dunn, Commissioner of Public Welfare of Alabama, and Cheney C. Jones, Superintendent, New England Home for Little Wanderers, Boston, as spokesmen for the many who would join here in expressing their grief and recording some remembrance of the spirit, courage and achievement which were hers. The article by Miss Dunn first written for publication in "Public Welfare," has appeared also in the columns of "Alabama Social Welfare."

—HOWARD W. HOPKIRK

#### Mary Irene Atkinson

Alabama felt that Mary Irene Atkinson belonged here—that she was a kinsman if not a native. Her association with the State and its children began in the early days of the State Child Welfare Department when the Child Welfare League of America, at the Governor's request, made a study of child welfare needs. Miss Atkinson, under the leadership of the late Dr. C. C. Carstens, participated in that study. She learned then about the State and its people and the facilities available for child care and protection. Likewise, she endeared herself to Alabamians, especially to those who were concerned with the best interests of children.

Her initial association with Alabama was only the beginning of a continuing bond of friendship and usefulness. When she became Director of Child Welfare Services for the United States Children's Bureau, Alabama was one of the states she visited frequently. Her never-failing understanding and her genuine interest in the progress of programs for children were signal factors in their development. Through her relationships with the State, she came to know the meaning and worth of county programs to such an extent that she was at home in the most rural as well as the most cosmo-

politan setting. The effects of her guidance will continue to be felt, just as she will long be remembered, not only in Alabama and the South, but throughout America.

In the death of Mary Irene Atkinson on November 7, 1943, children throughout the country lost one of their most devoted and beloved friends. Miss Atkinson, out of her varied experience with public and private social services, never failed to throw the spotlight on the child and his needs. As a member of the Board of Directors of the American Public Welfare Association, she was constantly relied upon and looked to for insight and guidance on child welfare services in a nation-

wide program of public welfare. Her experience as State Director of Ohio's child welfare program, as a member of the staff and later of the Board of the Child Welfare League of America, together with her responsibilities as a member of the regional social work staff of the Federal Emergency Relief Administration, equipped her with a delicacy of touch and with the breadth of experience which are mirrored in the pattern of child welfare services throughout the forty-eight states.

Miss Atkinson's contribution as a member of the

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staff of the United States Children's Bureau in projecting child welfare services into the states' patterns of public welfare services will long be remembered. Into all the variety of state public welfare settings, she wove child welfare so that it became a part of the warp and woof of the total pattern. Although she possessed a winged touch in her sensitivity to the meaning of child welfare, she never failed to be practical and realistic and held firmly to the belief that public services to children are more effective as they are an integrated and accepted part of public welfare services. Through her counsel and guidance to the states, child welfare services have taken root in the communities where children live. It was fortunate indeed that when federal funds were made available to the states in 1935 on a grants-in-aid basis, she became Director of Child Welfare Services and was given responsibility by the Children's Bureau for channelling these funds to the states.

Mary Irene's warmth and sparkle, which her friends in the field of social work knew and loved, will be missed, but the gift she gave them is indestructible. To child welfare, over and above the usual equipment of trained skill, she brought a body of knowledge which is not in the book but must be taught by word of mouth. Because her associates found it sound to the core, her philosophy will live and continue to influence the development of child welfare services throughout the country. Those of us who have been enriched by our associations with her are filled with humility in the knowledge that:

"It is enough of honor for one lifetime  
to have known her better than the rest have known."

—LOULA DUNN

### **"They Never Fail Who Die in a Great Cause"**

It was Francis Bacon who said, "He that dies in an earnest pursuit, is like one that is wounded in hot blood; who, for the time, scarce feels the hurt; and therefore a mind fixed and bent upon somewhat that is good, doth avert the dolours of death; but, above all, believe it, the sweetest canticle is 'Nunc dimittis,' when a man hath obtained worthy ends and expectations. Death hath this also, that it openeth the gate to good fame, and extinguisheth envy."

These attainments of the departed, however comforting, do not fully assuage the loneliness of the friends who remain. Those of us who have travelled

many years along child welfare paths experience times of profound loneliness. We miss comrades who gave us spirit, guidance, and strength, on many rough and bewildering roads. Often as I attend an opening session of a conference or committee of national import I find myself somewhat unconsciously looking for the appearance of Julia Lathrop, Grace Abbott, Hastings Hart, Prentice Murphy, Carl Carstens, Clarence Williams and others. Now I shall be looking for our beloved "Mary Irene," and when I realize that she will not appear in person again I shall be forlorn indeed.

The last time I saw her she gave me such well-informed, such shrewd, such all-together homely, practical and sound counsel, all spoken in such plain unequivocal Anglo-Saxon, all so unencumbered with flights of verbal pontificating, and all so permeated with kindness and gaiety that I left her feeling that I must congratulate a nation of parents and children which had such a friend. I was conscious of another statement of Bacon: "So as there is as much difference between the counsel that a friend giveth, and that a man giveth himself, as there is between the counsel of a friend and of a flatterer; for there is no such flatterer as is a man's self, and there is no such remedy against flattery of a man's self as the liberty of a friend."

It was certainly good to know that we had Miss Atkinson in such a conspicuous place of guidance, influence and power as in a Division of the United States Children's Bureau. She came to this last great undertaking of her life well-prepared and seasoned, and in it she saw the great opportunity to begin the task so many of us had so long dreamed about, "to aid State Public Welfare Agencies in encouraging and assisting adequate methods of community child welfare organization in areas predominantly rural and other areas of special need." Since the establishing of the Children's Bureau amazing improvements in measures for safeguarding and developing the lives of American children had been realized. By years of careful study the Bureau staff had blazed many trails and given us many blueprints, in addition to the operative work they had already undertaken. Now through the Social Security Act the Congress had given the Children's Bureau power to put some new plans into operation,—to try to make some dreams come true. To all of us it seemed fitting that Miss Atkinson should be one of our leaders in this new functioning of the Bureau, and especially fitting that she should be assigned to "Child Welfare Services,"—that she should be the person to lead the effort to extend service into the disadvantaged and waste places. She

loved folks rather than "forces," children rather than agencies, homes rather than institutions, and she never lost sight of her mission. She was not, however, just an enthusiast—years of hard fighting on many a battle front had prepared her to lead troops. To her new task she brought the following experience: Service in the Children's Division of the Ohio Board of State Charities, 1918-1924; Service as General Consultant and Director of the Division of Institutional Care for the Child Welfare League of America, 1924-1931; Superintendent of the Division of Charities of the Ohio Department of Public Welfare, 1931-1935; Consultant for Ohio Relief Commission, on a non-salary basis, during most of this period; Regional Social Worker for the FERA from May, 1934 until March, 1935.

She entered her new duties as Director of the Child Welfare Division of the Children's Bureau on October 1, 1935. During her many years of varied and widespread service she had travelled widely and studied intensively the conditions of children in our country from the point of view of both public and private social agencies, and had faced their needs in their own homes and schools, in foster families and in institutions. She had dealt with public officials; with members of boards of private agencies; with social workers, good, bad and indifferent; and with private citizens who were just the folks of the communities. She had written articles for journals, reports on surveys and made innumerable spirited and entertaining public addresses. All of this experience she brought to a new task which was to affect the lives of thousands and thousands of young Americans. She felt at home with any and all of us and talked a language that we could all understand. I have seen her make a study of a forlorn and barren children's institution, write a critical though constructive report, and then stand up before a doubting New England Board and make them like it. The common people heard her gladly. "She was like one of us," they said. It was a treat to have her on any program. It was a treat to go with her to lunch or a snack after the meetings, and to get a view that clarified and ordered every situation and everybody in it, including oneself. For me, it was like going on a pilgrimage to be called to a meeting of a Bureau Advisory Committee in Washington by our distinguished Chief of the Children's Bureau and to see Mary Irene marshalling her Child Welfare Services field leaders, and always with them some of the local folks, "people from the States," as she once expressed it, who were out on the firing line, and under her chairmanship to

learn how wide, how varied and how penetrating was the service she was stimulating and directing throughout the country.

Once in Washington I was told she was ill. I called at her home, found her up and preparing to go to an important session. Warnings to spare herself did no good. At the evening session she appeared full of "it must be done" for the children, the young citizens.

To say we grieve for her is not enough. We can only say, as a member of her family wrote me, "Her going creates a void in our lives which can never be filled." But if we will remember, she will be with us on many a path and on many a day.

Thousands of children will continue to have better living because she lived and worked among us. New days will dawn brighter because of the illumination she turned into many a dark and gloomy corner of our fair land.

I do not wish to write more about her. I feel about her as Woodrow Wilson once wrote about a good book: "You do not study a good story, or a haunting poem, or a battle song, or a love ballad, or any moving narrative, whether it be out of history or out of fiction—nor any argument, even, that moves vital in the field of action. You do not have to study these things; they reveal themselves, you do not stay to see how. They remain with you, and will not be forgotten or laid by. They cling like a personal experience, and become the mind's intimates." One does not study and analyze the "Mary Irene" of this world—one simply covets the good fortune to stand by when they reveal themselves and to feel, as all people felt when "Mr. Pim passes by," that the world was brighter and sweeter because such a person had passed along their way.

Always when I think of her I shall know that what Matthew Arnold said is true:

"The eye sinks inward, and the heart lies plain,  
And what we mean, we say, and what we would, we know,  
A man becomes aware of his life's flow,  
And hears its winding murmur; and he sees  
The meadows where it glides, the sun, the breeze.

And there arrives a lull in the hot race  
Wherein he doth for ever chase  
That flying and elusive shadow, rest.  
An air of coolness plays upon his face,  
And an unwonted calm pervades his breast.  
And then he thinks he knows  
The hills where his life rose,  
And the sea where it goes."

—CHENEY C. JONES



## Counselling Service In Emergency Day Care

GLENN A. B. JOHNSON\*

Emergency Child Care Committee, Cleveland, Ohio

AS I SET to work to organize my thoughts on counselling service in emergency day care, I found myself wondering whether we had hit upon this new word, "counselling," used so generally in the newer social services, to disguise our social case work beings from those with whom we would fain relate our practices and techniques, or had we perchance discovered a more exact meaningful way of describing a sizable area in social case work practice. I hied myself to Webster and found "counselling" defined as "the noun, 1. mutual advising, deliberation together, and 2. advice, especially that given as the result of consultation." Under the verb we have: "to advise, to recommend as an act or course." Further we find "to seek counsel" is "to seek another's opinion." This would seem to imply a degree of knowledge and expertness in the hands of the person consulted to which another person seeks access with no implications of failure or shortcomings in the individual availing himself of consultation. Is it this latter concept which has made the term so acceptable to the community, to those seeking counsel, and possibly to us as case workers ourselves? This has been in essence our conception of social case work, but in general we have tended to think the individual availed himself of our services when he had failed to find a solution for a pressing problem by himself.

In making counselling available to those seeking to make use of the new community resources for day care for children of working mothers, we do in effect say to parents,

"These facilities are here to use. There are certain things you need to know, to consider thoughtfully in relationship to the nature of the care offered—your obligations as a parent in using these resources, their suitability to your individual child's needs, your own expectations and convenience, and any special difficulties you, as a parent, may encounter due to your particular child and situation. To this end we have made provision for experienced consultants to discuss these with you in order that you and your child may use this service to its maximum effectiveness in providing substitute care for your child while mother is employed." We say further to parents, "Perhaps this isn't what you want at all. That is for you to decide, but in our consultants you will find people of experience and skill, intimately acquainted with the community's resources and able to direct you to other sources of help should you need and desire them, or to discuss with you alternative plans for your own particular day care problem."

Having established thus briefly the purpose for counselling in providing day care for children of employed mothers, let us look for a moment at those

who are coming to us to consider day care. Some factors immediately strike us as significant. In the first place, small families with one and two children predominate. When we surveyed one day care center in Cleveland, we found that in its current enrollment of 30 children there were only two families with two children each enrolled, and none with more than two. In our foster day care experience only one mother has used the service with more than two children needing care, and she was an employed social worker who placed her three children in a day care home for a week until she secured a new housekeeper. Another significant fact is that in only 25 out of 665 families recently surveyed in Cleveland day care centers are the fathers in the armed forces. Even in our foster day care service, where we place children under two in day care homes, we have only a slightly higher proportion of fathers in service. In the great majority of families both parents are employed and living in the home. While many mothers tell us they are working for financial reasons, in only a comparatively few instances would the father's income be considered marginal. Usually we are told the family wishes to save to buy a home, to pay debts, to provide comforts not possible on father's income alone, or just that, with rising prices, mother must work, too, to keep up the family's scale of living. Many tell us they believe it to be their patriotic duty to work, and while this seems to be a factor in the complex of mixed motives, we find the unadulterated patriotic motivation as hard to find as was the "simple unemployment" case in the depression.

For the consultant it is important to remind ourselves that there has been no drafting of mothers of young children. In fact, employment of such mothers has been specifically discouraged by the War Manpower Commission. This does not blind us to the fact that terrific pressure is coming from hard-pressed industry itself, which is felt especially keenly by many women of special skills and training capable of holding key positions. Professional women, notably nurses, teachers, and even social workers, often feel that they are, as it were, draftees if suitable plans can be made for their children. It does, however, make us more alert as counsellors to what the mother is really seeking for herself and child through employment, since to work is her decision based on the particular combination of pressures on her. One often

\* Delivered at the Ohio State Welfare Conference, Columbus, Ohio, October, 1943.

hears it said that it is not our business why the mother works, but our job to provide her with the best possible substitute care. This is essentially true. Yet we note that we use the term "substitute," and substitutes for mothers like substitutes for coffee are not the same as the real thing. A large number of people might agree that play schools for children from three to five years of age are desirable for all, or almost all, children. (Such schools usually operate about three hours a day for the purpose of providing group experience for the child with other youngsters his own age and fostering the social growth and development of the young child.) Until, however, we are willing to say we believe it to be better for most mothers to work outside their homes and turn over the care of their children to others, it behooves us to be alert as to whether, as may very well be true, it will offer a particular mother, child, and family the most satisfactions possible.

In asking the mother how long she plans to work or even, as is often possible, why she is choosing to go to work at this time, we seek not to question or judge her motives but to understand what she is seeking. In what way can day care for her children help her in securing her goal? Can we help her avoid or forestall difficulties she is sure to face? The wife going to work because she is mad at her husband and hopes to punish him by going out of the home and leaving him to worry about the house and children for a change may be able to decide more surely after consultation whether this is the best or only way of getting him to be more responsible, help with the children, and pay more attention to her. The counsellor here is always concerned with how the client uses herself and child, as this inevitably influences how she will make use of day care.

The consultant in Emergency Day Care, as in any other social service, needs to move surely and effectively within the frame-work of the avowed purposes and function of the setting where she operates. As with any new social service, these are not securely anchored, nor even are basic philosophies back of the service any too clear. For example, it would markedly influence the counsellor's job if the auspices under which she works should assume "protective" responsibilities in relationship to day care. Her approach and follow-up responsibilities would be markedly different from those employed where the basic philosophy is to provide services for parents who need them and wish to make use of them — perhaps as it were believing we are offering greatest protection to children by helping their parents in working out their own plans.

We shall not attempt to answer the question on which philosophy should prevail but to indicate only how this bears on the counsellor's job as she discusses with the parent what the service is, the eligibility requirements for it, the parent's responsibility to the day care center or foster-parent and to her child, and her relationship to the consultant in using the service. In discussing these with the parent, she finds herself facing people who may be relatively composed or deeply disturbed, anxious, discouraged, hostile, and as always she is seeking to determine whether the emotion shown is justified by the situation or markedly out of proportion to it. The fact that the parent is asking for a socially acceptable service should not blind us to the fact that for her there may be implications or defeat or failure, as for example the young mother of two pre-Pearl Harbor children whose husband's enlistment meant to her desertion and that she had in some measure failed him.

In foster day care and in day care centers too, if there is not also an interview with the head teacher, the consultant discusses with the mother concretely her child's diet, schedule, rest periods, methods of discipline, health, etc., and her attitudes and the child's toward these, as well as the practical details of hours of work, transportation, fees, health requirements, who will call for the child, etc. Perhaps I can illustrate with what appears at this time to be a relatively uncomplicated situation.

Mother came to office to consult us about day care for her ten-months-old girl. Mother is a sweet, slender woman, sounding warm and affectionate as she talked about the baby. Though mother hates to leave the baby while she is so young, she feels she must go to work soon as she is finding it so difficult to manage on her service allotment. It is necessary for her to borrow from friends before the close of each month, and then when she pays them back she does not have enough on which to manage. Mother estimates child's food alone costs \$12.00 a month, and while she is a light and not a fussy eater, her own costs nearly the same amount. Mother's discussion of her finances indicated careful and frugal management.

Father was inducted only nineteen days after marriage. At times she has been sorry they have had a baby, but she believes on the whole she is more glad than sorry. There has been no one to help her, as father's people are in Minnesota and mother's in Pennsylvania. Before the baby was born, pending the allotment, mother received assistance from the Red Cross. She would not like to accept help again from an agency. She had the feeling worker thought she should be grateful and questioned her taking funds that others might need more than herself. She was so glad to receive her allotment and be independent again. We discussed the possibility that some of this might be her attitude toward taking help, to which mother agreed but was firm that she should now work rather than consider additional assistance to remain at home. Mother described child as healthy, eating well, being on plain milk although still getting the bottle. Mother feels she should soon give this up but laughed as she told us she believed it more important that the baby got her milk than how she takes it. Child has been immunized and will be vaccinated by mother's physician as soon as she gets over a slight cold. Mother had no question but that in the event of illness she herself would stay home from work, as she would never have anyone else take care of her if she were ill. Essentially she described a well-fed little baby with a fixed schedule

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## Case Work Services in Day Nursery Care

FANNY L. HENGST\*

Mather Day Nursery of the Day Nursery Association of Cleveland

MRS. JOHNSON, in the preceding paper, told you about how intake is handled for the Emergency Day Care centers in Cleveland. I am not going to discuss the question of intake except as it relates to follow-up work in our Day Nurseries that exist in war or peace time. In Cleveland we of the longer established nurseries follow a similar procedure to that of the Emergency Day Care centers regarding intake.

I have been asked to discuss what the caseworker does in the Day Nursery after the children have been admitted. I think most caseworkers trained in family agencies, if they were suddenly transplanted into Day Nurseries, might feel for a while like "fish out of water." I know I did. In the family agency you are one of a staff of caseworkers dealing with individual members of families who may come to you for help with a variety of problems. You are apt to see them by appointment for a certain length of time at stated intervals. In the Day Nursery, the parents come rushing in, in the morning and at night. During the day you frequently hear complaints about the children from the staff, and early in the morning or late in the afternoon you often hear complaints about the children from the parents. Neither staff nor parents seem to have much time to spend with the caseworker discussing the children.

At first this leaves you bewildered as to how, in this morass of activity and complaints, you are going to be able to sit down with the staff and then with the parents and attempt to understand why the children are difficult and then determine what can be attempted to remedy the situation. Parents work eight hours and then continue to work in their homes. Staff members put in a strenuous day and they don't want to talk "shop" on their time off.

It becomes necessary to "seize time by the forelock." Staff members can be seen for brief conferences while the children sleep, or when they are watching the children on the playground, or while they are preparing activities for the following day. Such conferences, of necessity, are casual but they provide brief moments for telling the staff what kind of home life and training the various children have had, what their interests have been and how they have reacted to the way they have been handled at home.

It is the caseworker's responsibility to tell the

person in charge of each group of children the essential facts in each new child's background before that child enters and to keep her in touch with changes. This aids the assistants in understanding each child and in feeling right towards each one, which goes a long way towards helping her to handle the children successfully. It is the caseworker's job to keep the staff informed about each child, individually, while the Nursery School director, or whoever supervises the various groups, helps the assistants in handling the children in their routines and play activities. Through these casual friendly contacts, the staff gradually turn to the caseworker to discuss various children whom they have difficulty in understanding. Frequently the explanation is very simple. For instance: one assistant was annoyed because Doris, a nine-year-old, was never allowed by her mother to go home alone from the Nursery, while the other nine-year-olds were occasionally given this privilege. The caseworker explained that Doris' mother had lost her only son in an automobile accident when walking home alone from school, which naturally made the mother over-anxious for her daughter. The assistant, who had never known this, immediately was more willing to have Doris stay later in the afternoons when her mother had to work overtime.

In the family agency, the problem for which individuals seek immediate help may not be the one with which they most need help. But suppose they come for financial help and are eligible for it. You can give them this in a family agency. Acceptance of it means something different to almost every individual, but most individuals don't want to continue accepting it, and so attention may be turned to solving a problem of physical health, unemployability, emotional instability, or whatever has brought about the need for financial assistance. Or, individuals who have no need for financial help may come directly for help with their own personal problems.

In a Day Nursery the parents all come wanting the same thing on the surface—placement of their child or children in the Nursery. The chief reason for this, nowadays, is that both parents are working and have no one to look after the children at home. But there are still other valid reasons. The mother may be ill and unable to care for her children; the mother may be greatly overburdened by a large family and need care for one or two of the younger

\* Delivered at the Ohio State Welfare Conference, Columbus, Ohio, October, 1943.



ones; or the mother may find her child impossible to handle at home and feel the child will profit from companionship with other children and from the routine, understanding care available in the Nursery. Also, this last mother is undoubtedly seeking relief from the unwelcome pressures her child puts on her own weaknesses.

The established Day Nurseries in Cleveland—as against the emergency ones—still accept children for care for reasons other than that parents are employed. Whatever the reason for entrance, once the child enters the parents usually are satisfied. If they find their children are well taken care of, they can go off to work with their minds at rest; or the sick mother can go home to get the needed rest so she can feel better; the over-burdened mother can do her necessary housework unhampered by the constant demands of a small child; and the distraught parent can go home to heal her frazzled nerves and gain composure so that by late afternoon she can take back her burdensome child and deal with him more successfully, after a refreshing absence.

Something constructive is usually started for the parent and child with entrance into the Nursery; something has been accomplished and what has been done is apt to be approved by relatives, friends and neighbors which, in and of itself, means a good deal. Moreover, the parents are paying for this service in proportion to their income, so they can feel that they are independent and are participating in their child's care. They have obtained what they wanted and usually it is a real solution—if only a partial one—for their difficulties.

I have gone into this much detail in regard to why parents use the Day Nursery and how acceptable a solution it is, because it definitely conditions what happens after entrance into the Nursery. A psychologist who has had wide experience with parents, known to a variety of agencies, says that she finds Day Nursery parents the hardest to deal with when it comes to enlisting their help with their children's problems. To them day nursery care is the complete answer to their own and their children's problems. Fortunately, for many, it is. The Day Nursery often has the children for an average of half their waking time, which means a good deal. What, then, does the caseworker do with these satisfied parents?

First, let us consider the mother who is more or less self-sufficient—the mother who is physically strong and fond enough of her children to hold a job and have enough strength left over after a day of work for her housework and the care of her children. For such, the caseworker will have to do little. She,

of course, will see the mother as she comes and goes with her child. She will discuss the fee periodically and, as she sees the mother casually, will be interested in her and whatever she tells about herself and her family. Perhaps the mother will want suggestions about handling various situations with her children and the caseworker can help her on a somewhat educational basis; for all children, at times, are puzzling to their parents.

Most—at least, many—mothers and fathers known to the Day Nursery, are not so self-sufficient.

Miss Eleanor Hosley, Director of Social Service for The Day Nursery Association of Cleveland, and Mrs. Marcella Farrar, of Western Reserve University's School of Applied Social Sciences, recently made a study of the families known to one of our downtown Nurseries. This study was the basis for a paper which has been published in the December *Family*. They found that in this Nursery there were many mothers with weak egos—the kind who have led deprived lives, who have never felt secure or loved, and who have never had much money to live on. These mothers are not bitter about their past but are meek and submissive. They need someone to anchor to. In their search for this, they have frequently married a strong man who, in turn, has become abusive, and they continue to feel deprived. They do not abuse or willfully neglect their children but they are definitely limited in what they can give to them emotionally and culturally. They have never had opportunities to make much of themselves and they are unable to give. These mothers frequently have excellent work records. Especially with kind employers, they will give their all. Such mothers are pleased that the Nursery will accept their children and this makes them feel accepted themselves. They are pleased to have the nurse, teacher or caseworker take an interest in their children and are pleased to see their children blossom out in the Nursery.

The caseworker usually sees these mothers frequently and the mother responds to the interest shown in her. The caseworker may use this relationship to make concrete suggestions to the mother in regard to better home care for the children; she may help the mother to take more interest in her personal appearance, as well as that of her children, who frequently look forlorn and bedraggled; and she may also help the mother with her marital problems. This type of person can do a great deal on her own if she feels she has someone who cares for her. The caseworker, the nurse, the teacher—can all represent for her the good mother she has always wanted. She can

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## BULLETIN

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Henrietta L. Gordon, *Editor*

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## Does Our Country Really Care?

OBSERVATIONS from our field visits, correspondence and various conferences suggest that the concern for child welfare throughout the United States is greater than it was a year ago. But it will take 1944 to show whether we possess only a guilty conscience about needs remaining unattended or the will to translate our concern into budgets and services more commensurate with both ordinary needs and the additional needs created by the war.

Last week the League's executive testified before a Senate subcommittee holding hearings on juvenile delinquency. This editorial is written after another trip to Washington to attend a two-day Conference on Services for Negro children called by the U. S. Children's Bureau and attended by 75 or more educators, health workers and social workers, about one-third of the group being from various federal agencies, including the Children's Bureau. This conference, like the Senate hearing on delinquency, is a sign of the times. Such occasions seem essential if democracy, with all its faltering, is to roll along towards a better life for all children.

There was variety in the philosophies of those who went to Washington on these two occasions and the conflict in evidence and opinion was sufficient to provide a democratic setting. The hearing over which Senator Claude Pepper of Florida presided was somewhat like the eight public hearings on juvenile delinquency in the State of New York held about a year ago by the Board of Social Welfare under the chairmanship of Mrs. Richard J. Bernhard, a member of that Board. In due time there will be a printed government report of the hearings of Senator Pepper's committee, which will become available to those interested. The New York hearings have been ably summarized in a pamphlet of 189 pages, entitled "The Effects of the War on Children," available from the New York Department of Social Welfare, Albany, N. Y. These two documents will be widely

used throughout the country as communities give specialized or inclusive attention to juvenile delinquency. Any literalist may be able to support his own point of view by quoting testimony submitted by a kindred spirit. But those who would better serve our youth will make more comprehensive use of the findings of these and other hearings or forums.

It does look as though there is a will to do something about delinquency, just as there is among the constituency of the Child Welfare League of America to do something locally about the scarcity of foster homes and the need for certain types of day care. Many are sufficiently interested in day care to keep after their congressmen and particularly Representative Graham A. Barden and the members of his Committee on Education, who have failed to schedule a hearing or otherwise give consideration to the Thomas Bill and the federal grants-in-aid for day care which that bill would authorize.

It was a panoramic view of services for Negro children which was presented December 6 and 7 in Washington. It was a sobering occasion when our country's sincerity was properly challenged in different degrees by those representing Negroes in rural communities and in cities, North or South. Does our country really care about the future of its Negro children, or will we be content to give them what is left after white children have received all or part of what they need? The shadow of Jim Crow is cast over most of our services for Negro children, though an optimist could truthfully insist that there were cited illustrations in present services for Negro children in preferred communities of the more adequate patterns which are to be desired. The time seems to have come for plotting in terms of a five- or ten-year plan certain advances in the most essential services to all children and particularly to this group of children who have been deprived of so much of their democratic birthright.

—HOWARD W. HOPKIRK

*To Those Who Serve Children:*

TO THE foster-parents, workers in institutions and social workers who are sustaining this confidence, the Child Welfare League of America expresses profound appreciation and wishes them the fullest measure of holiday cheer.



## A Case Worker Speaks to the Public Use of Day Care

BARBARA E. HANSEN

Case Work Supervisor, Franklin Day Nursery, Philadelphia, Pa.

**W**E case workers who believe that we have a place in day nurseries have some fast talking to do if we are to convince industry, labor and government that our contribution is essential. We have many mistakes and much fuzzy-mindedness to rectify before we can expect to be fully and openly received as partners in this big, expanding program. Day care is no longer exclusively our job. Many other groups have a stake in it. Education, labor unions, management, in fact the entire American public feels, and has a right to feel, that providing day care for children is a part of our concerted effort to organize for total war. Later it may also be a part of our effort to organize ourselves for peace and prosperity.

Day care is springing up in new forms and with a new impetus all over the country. In some places industrial management has taken the lead. It is saying that day care must be provided efficiently and on a mass scale, so that large numbers of women can be released for work in war plants. At many points labor is making itself felt, with the demand that care of children be provided equitably and in a self-respecting way, with no unnecessary meddling in the "private affairs" of the parents. In some places, too, schools are taking over the program, assuming that care of children outside of their homes is an educational problem, and rightfully belongs to the group with the longest experience in that field. All of these various impulses are healthy and have something to contribute.

Social case work of sorts, some good and some bad, has been in day nurseries for a long time. What will it do, now that it is subjected to the fresh, strong breeze of public demand for an efficient, large-scale, equitable and self-respecting program? Will it fold up and be pushed out of the door? Or will it be able to demonstrate that it has a special contribution to make in a public service?

In the past, social work has been a service offered to special groups, disadvantaged groups, to people with "problems." In day care, perhaps for the first time, we have a social service offered to the general public. We can no longer get by with muddled thinking that social work is something offered by the "haves" to the "have nots"; that case workers have some mysterious faculty for knowing what is "good" for people, and that their job is to guide their clients

into better ways. We have often said that people come to social agencies when they have some problem they cannot work out for themselves, and on which they need help. This is of course essentially true, and a perfectly good statement in itself. But too often we have let this carry a stigma, a feeling that those who must seek help are different from the rest of us. We must stop and face the fact that no one can live in society without needing and taking help of one kind or another. We are all interdependent. We take help every day—from the traffic policeman, the corner grocer, the librarian, the union to which we belong, the doctor, the lawyer, the minister. Taking help is not in itself a reason for disgrace, nor giving help a reason for self-righteousness. We all must do both if we are to live together. Naturally mothers cannot care for their own children during the day if they are to work, and so they must seek help. But day care for children (even when social case workers are involved in it) can be a respectable service offered by society to its own members.

It is necessary to admit that there are still many case workers who see their role in a day nursery as essentially a protective one. With these I wish to express the heartiest disagreement. There are those who believe that most mothers coming to a nursery are weak people who need encouragement, approval, and subtle guidance from the case worker. This attitude, it seems to me, is one which would turn many people away from nurseries. It also puts the case worker in an impossible position. Case workers as a group have been pulling in many different directions. We have had great difficulty in finding our rightful and effective place in day nurseries. In some places we have tried the experiment of calling ourselves counsellors, feeling that this is a more descriptive title, and more readily understood by the public. But this, too, can be misused if counselling carries with it the implication that we know better than the individual mother whether she ought to be working or staying at home, and can advise her in that regard.

Granted the truth and the value of much that is being said these days about day care by industry, by labor, and by education, I still believe that, because of the very nature of day care for children, there is a certain part of the job that essentially needs to be done by case work. If we start out with

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## THE BOARD MEMBERS' COLUMN

## CONFERENCES IN WARTIME

A CROWDED hotel lobby, a line in front of the reservation desk, milling crowds stumbling over parked suitcases, elevators jammed to capacity and every available social room filled with chairs from wall to wall—a steady stream of men and women, more women than men, young and old and middle-aged jostling each other, recognizing each other, stopping for a few minutes to talk and then rushing off to absorb some further insight into the subject which enthalls them all, social workers, public officials, board members, priests, judges, industrialists and community leaders alike—the welfare of children.

This is the beginning of a Child Welfare League Regional Conference. The officers of the Conference have had many doubts as to whether to hold the Conference this year or not. All the cities are crowded, hotel facilities are hard to obtain and travelling is literally a hazardous experience. Member and affiliate agencies of the League are having a difficult time to meet their increased community need with depleted staff. Everyone everywhere is carrying heavy burdens. The program committee has struggled with the problem of building a program when it seems as if every possible drawing card is either in Washington or in Charlottesville or overseas. Banquet service has completely broken down and the nice social touch of luncheon or dinner functions is a thing of the past. Why then under all these insuperable difficulties do the Conferences sponsored by the Child Welfare League continue to flourish? Because every community is becoming increasingly concerned about the welfare of its children under wartime conditions. Those intrusted with the responsibility of the care of children realize that problems old and new can only be solved by sound community planning. They seek to discuss their problems and to profit by the experience of their neighbors. A conference with this common interest is the best medium of fulfilling this need.

The Board of the League has been asked repeatedly for a policy as to whether or not regional conferences should be held this year. Our Board has felt that it was the responsibility of each regional group to resolve this question for itself. With one exception every one of the seven regions of the League has decided to hold its annual conference. Program and arrangement committees are already functioning.

Our Regional Conference Committee of the Board has suggested that conferences be held in central localities but not in over-crowded war industry centers, in other words, in accessible cities where reasonably

good hotel accommodations are available. Travelling is easier in the middle of the week and sometimes it is feasible to hold a League Conference concurrently with a State Conference on Social Work and thus save time and travelling expense for those who would like to attend both conferences. We have also suggested that conferences might be limited to member and affiliate agencies where larger gatherings are impossible. We have cautioned against aspiring to prominent headline speakers whose schedules at this time are so uncertain. The more local a conference can be kept the less chance there is of last-minute disappointments. A good deal of ground work in planning conferences can be accomplished by correspondence and telephone, then holding general planning meetings to a minimum. Sometimes in the interests of good organization under present extraordinary conditions it seemed advisable to ask last year's leaders to shoulder the responsibility of steering their conference a second time. This familiarity with the mechanics of running a conference is obviously most helpful. All of these suggestions were made by our committee in order that each local conference committee might benefit by some other group's experience. Each regional committee has made plans suitable to its individual situation.

There are, however, certain fundamental questions which are troubling every community. It would be helpful to those interested in child welfare if these problems could be thoughtfully discussed at each conference. The difficulty of finding foster homes is of great concern to all agencies caring for children outside their own homes. A review of the many efforts to stimulate the finding of foster homes would certainly be very profitable. The Board of the League has had a committee which has given much time and energy in the past few months to discussing the relationship of Family and Children's agencies. This committee would appreciate seeing the minutes of any institutes which might be held to discuss this subject. Day care plans for children are still in the formative stage in a large number of communities. As the national figures on delinquency rise the manifold problems of protective services to children will surely be a major interest of each conference.

None of these subjects are new but they are of general interest and have assumed increased emphasis because of wartime conditions. If the Child Welfare League conferences can shed some light on these problems and stimulate communities to formulate constructive plans they will have made a real contribution to all children and to a better world.

—MRS. RICHARD J. BERNHARD  
*Chairman, Regional Conference Committee Board of  
Child Welfare League of America*

### The Interpreter's Column

*Every month, the National Publicity Council for Health and Welfare Services, 130 East 22d Street, New York, N. Y., discusses the contents of the BULLETIN from the standpoint of its possibilities for community education.*

Whether or not your agency is involved in a day care program Miss Barbara E. Hansen's article, "A Caseworker Speaks to the Public Use of Day Care," in this issue of the BULLETIN is one that should occupy a prominent place in your next staff meeting and your next board meeting. The article has deep implications for every children's agency and, in fact, for the case work field in general.

It is high time that we do a better job of interpreting the caseworker as an important part of normal community service, and that high time seems to have arrived with the increasing interest of industry in "counselling," in the increased emphasis on mental hygiene in the public schools, in the concern of the public about the state of mind of the returning soldier and in countless other ways. "Social work," even if the public is not calling it by that name and even if qualified "social workers" are not being hired to do the job, is beginning to be felt as a need in places where it was never thought of before. The iron is indeed hot.

Let us examine for a moment some of the "fuzzy-mindedness and mistakes" on which Miss Hansen lays the blame for our admittedly poor relations with the general public in the past.

Someone said the other day that social work is still in the category of a product that everyone is willing to buy for the other fellow but that he certainly doesn't want for himself. Can some of the reason for this be the light in which we have put the client in our interpretation to the general public? Some people, of course, have a resistance to social workers themselves, but these would be, we believe, in the minority. Most people don't know any social workers. The real reason for the reluctance of the general public to accept social case work as a service they would want for themselves is that case work has become identified with "the poor and needy," with the people who cannot meet their own crises because of some frightening lack within themselves.

The blame for this can be laid squarely at the door of interpretation, and it is a situation which can be remedied in time if we mend our interpretation ways. In this column last month we said a few words on this same subject, but the very fact that it seems to come up again and again as case work's major

stumbling block justified repetition. The client, in our publicity, still manages to look like the "poor and needy." The positive strengths in the people we serve come in for very little attention. It would be an interesting and profitable project to ask your staff to go down the list of children and families in their case loads and write, instead of case stories of problems and needs, case stories based on the good and hopeful and courageous factors in the people and their situations.

Miss Hansen touches on another extremely important reason why our community relations as caseworkers leave something to be desired when she says, "Day care is no longer exclusively our job. Many other groups have a stake in it." Not only is it true that day care is no longer exclusively our job, but it is also true that the whole art of helping people out of trouble is no longer exclusively our job. The school, the local, state, and national governments, the adult education groups, the parent-teacher associations, and a long list of other groups are helping communities to work toward a more healthful and satisfactory life for their people. Not only in our written material, our annual report, our house organs and our booklets, can this note of partnership come in, but there is also a wide vista of possibilities in other kinds of interpretation which we can do *together with* the other groups in our communities interested in the same things we are. When case workers appear on parent-teacher meeting platforms to discuss not dependent or neglected or disadvantaged children but child care in general; when case workers meet publicly with recreation groups not involved exclusively with "poor children"; when social workers along with teachers, doctors and laymen are members of radio panels on such subjects of general interest as whether a child should continue school or take a war job, or good and bad movies and books for children, then she is beginning to appear to the public as a "normal service."

In the October-November issue of *Channels*, the National Publicity Council's magazine, there is a report of a booklet for newcomers which is distributed by the Council of Social Agencies of the Oranges and Maplewood, New Jersey. This little book is one of the few instances we have seen in which the social agencies are listed along with the library, the fire department, the schools and other community organizations as services that every citizen will naturally want to be aware of, and to use when he wishes.

Of course, the solution to this problem is not so simple that rules for remedying it can be set down patly in a magazine column. Social work has been identified for many years with people in trouble, and



trouble isn't very welcome. The same struggle for public acceptance has gone on for years in the field of psychiatry, while the medical doctor has long since established himself as a normal, necessary part of community life. As a race, human beings are not yet used to accepting with calm those intangible difficulties that have to do with their minds rather than their bodies or even their pocketbooks. There is, too, the desperate clinging to privacy that every human being feels. And yet, with full recognition of these inevitable factors, and with healthy respect for them, case workers can still, even if slowly, establish themselves as public servants if the people we serve begin to look less "pitiful" in our publicity; and if we seize every opportunity that presents itself to make it known that we are working with other services and groups in our communities and are not ensconced in a lofty ivory tower to which no one can enter unless he has in some way failed.

—SALLIE BRIGHT  
*Executive Secretary*

### Counselling Service In Emergency Day Care

(Continued from page 5)

which showed flexibility, with none of the rigidity often apparent with new mothers.

We interpreted day care and mother asked many questions about the difficulties it would mean for the baby in schedule and care. We recognized with her that while ideally the foster-mother would try to carry out mother's program of training, all people differ and it would not be the same. Mother can see this but emphasized that she did wish a foster-mother who believed in schedules and would not just feed the baby at any time.

Mother was referred to Mrs. H., a foster-mother of German background with a marked accent. Mrs. H. is warm and friendly with children but is not prepossessing in appearance, and parents have sometimes not followed through with their plans in her home. Mother had no question about Mrs. H.'s nationality but was worried about the accent, since Dorothy is beginning to talk. She decided that she would talk it over with the foster-mother. She felt that fees were reasonable. A few days later mother telephoned that she just could not use Mrs. H.'s home. She felt her accent was so pronounced that her child would not learn to speak properly. She asked for another home in a more desirable residential section of the city and thought that she would try to secure employment in that section if the baby could be placed satisfactorily. We had nothing possible in that section but offered her a home of very high physical standards in another section of the city involving a long car ride and a transfer. We felt this home would be acceptable to mother but that the transportation would be very difficult. Three days later mother telephoned that she had decided to use the first foster-mother, as she found the other home much too far away. She thought it might not matter too much about the accent as she was planning to work only until the first of the year when she felt her husband could send her sufficient money after he had completed his officer's training. Child was then placed in Mrs. H.'s home, and the arrangement has been very satisfactory to date to both mother and foster mother. Child is extremely attractive and outgoing and has seemed happy in the day care home, although giving mother a warm welcome at night.

Contrast this with the mother who telephoned and asked to board her children, 5 and 8, by the week,

as she and husband are both employed and it would be too difficult to take children back and forth. We learned her children have been boarded out for over three years, and mother withdrew from plan only because foster-mother raised rates. Children are now with maternal grandmother who has gone to work, so that children get own lunch and are unsupervised before and after school. Knowing that full-time placement resources would probably not be available in our community, should we help with a day care plan which mother says she will consider if that's all she can get? If we do, our task will be a difficult one to engage her in a responsible relationship. If we don't, what happens to these children?

Many people see us who are desperately in need of extensive case work help. Here the consultant tries to reach such an understanding with the parent that she will avail herself of another agency's services.

Mrs. A. came to our office with her two children, Andrew, four years, and Mary, two years. Mrs. A., quite a severe looking person with her hair combed back plainly and with a very austere expression on her face, appeared more masculine than feminine in makeup. Her first action in the office was to make an attempt, in vain, to seat both children at the play table in the waiting room. This failed, and during the entire interview the children ran in and out of our room clinging to her, whining, monopolizing the center of attention, and at one time Mary almost climbed upon the window sill of an open window. Even when the children were out of the room for a moment, Mrs. A. kept anxiously watching them and calling to them.

Her first statement to us indicated that she wants to be patriotic and do some part-time war work. She has given two blood donations but found that she is anemic and is taking liver shots. Mrs. A. found it difficult to discuss her situation freely. She is extremely tense and taut but tries to be very calm, although underneath she is seething with feeling against Mr. A. and the children. When Mary jumped up on the window sill, she practically growled at her, showing for the first time her real feeling, and uncovering her affected calmness. It was at this point that she told us she wants to really get away from the children a couple hours a day and that her purpose is not a patriotic one. They are not able too well to play with other children nor to leave her out of their sight for one moment. Both children indicate a good deal of insecurity with their clinging and whining, with their inability to sit still for as much as one minute. They are quite pale children, unhappy, old looking. Mrs. A. stated it is difficult for her to bring out her real feeling about the whole situation. We asked her if she feels better when she talks about her feelings toward Mr. A. and the children. She began to cry at this point and said she believed she would but it is hard for her to talk about personal matters. Mr. A. works nights and sleeps in the daytime. After thinking about the situation a little as she sat in the office, she suddenly made the statement, "I don't believe I can wish these children on anyone." We then told her that sometimes people do feel toward their children as she does and that if she wishes to become a little more comfortable and a little happier that she might discuss her situation with the Institute of Family Service. She broke down, and it was very difficult for her to talk for a long time. We then asked her how Mr. A. feels toward the children. She pointed out that this was another problem. He is forty years of age and she believes too old to have had such young children. He is no father to them. She has to be a father and a mother. She does not need to work for the money, as he is earning enough to adequately support them. She thought perhaps instead of working she could just leave the children for a day or two a week while she goes down town. She did not feel she could really work and use day care. She would come home to find she is over-taxing herself physically. We interpreted very carefully to her her problem with the children,

with her own feelings toward them and her husband. She agreed that she would like an appointment at the Institute of Family Service, and we made an appointment for her there on September 2. During this entire interview the children at intervals cried, begged her to "take them out of here," requested to be taken to the bathroom, requested drinks of water. Mrs. A. herself indicated that she realizes she needs some service. She only wished her illness were physical instead of emotional. We advised her that if she wished to be helped, she probably could be and urged her strongly to keep her appointment at the Institute of Family Service, leaving the children at home. As we felt a casework interview is possibly difficult for her, and that she might avoid it, we asked her what will happen if she does not get service. Her answer was she will probably "become one of those neurotic people we hear so much about."

A few days later we received a letter from Mrs. A. saying she had found her interview at the Institute of Family Service very helpful and planned to continue seeing them. She hoped our receptionist had not minded her bad children too much. The family agency worker also reported back to us that they had in Mrs. A. an extremely hostile, tense person under control. She was resentful toward us that we had uncovered some of her hostility and focussed her problem, but they felt on the whole it was well, as she was prepared to go ahead with them in an effort to relieve herself of some of her tenseness. The worker felt there was little congeniality between the parents and that neither showed much warmth for the children. It seemed possible mother might later have to resort to work, at which time the family agency will refer her back to us for day care.

Other parents after understanding more fully what using day care will involve for themselves and children decide either not to go to work at all or to make an alternative plan for their children. In many of these we do not know what took place, but some call us to tell us or we can conjecture on the basis of our interview. A few we see again later after other plans have broken down or the situation changed and mother is again considering employment. Occasionally a parent telephones us to tell us why she will not be using day care. Mrs. W. is one of those parents who used the interview to test out her own questions and fears about going to work.

Mrs. W. at the office to discuss day care for her fifteen-months-old baby. She was nicely dressed, quite a responsive, intelligent woman. She wished to work to get her mind off herself and home and to escape a certain amount of boredom and anxiety. For a long time Mr. W. has been working nights. At first his night shift involved an eight-hour shift, which permitted Mr. and Mrs. W. to go out in the evening occasionally or to have some home life together. For the last two weeks he has been working at the Pneumatic Aero from 7:30 P.M. until 7:30 A.M., seven days a week. He comes home so tired in the morning he goes right to bed after his breakfast and sometimes does not get up until around 5:00 P.M. He then has his dinner and has only a short time before it is necessary to return to work. She cannot go out in the evening; she has been unable to secure anyone with whom to leave Patricia. Family is living in a third floor suite of a two-family house. The rooms are small and crowded. There is no porch, and she has to go down two flights of stairs to go outdoors. They have been trying to secure rooms in a better neighborhood near their own friends but have been unsuccessful. She believes the crowded condition of her home makes her nervous. All of her friends are doing volunteer work or going out in the evenings, and she has been unable to get away at all. She feels if she could get a job that would not be too strenuous for her, it would somewhat relieve her tension. She pointed out that because of her loneliness she had planned to have another baby although the two children would have been very close. Two weeks ago she had a miscarriage which left her quite weak. The doctor told her she should absolutely do no housework and to rest as much as possible. We wondered how

that recommendation from the doctor would fit into her own plan regarding work outside the home. She believed if she could secure day help one day a week and day care for Patricia she would be less tired than she is now.

Mr. W. does not want her to go to work. She herself is not certain that it is a good plan. She indicated that she came here mainly to clarify her own thinking on the subject. She thought perhaps she should delay going to work and that that decision should be reached only in the event Mr. W. is drafted. Patricia eats well, walks nicely, but is not toilet trained. This has caused her some anxiety, and she had resorted to a certain amount of spanking in an attempt to train her. She has learned through experience that spanking has created a bad attitude on the child's part and she has stopped it. We pointed out that for her to establish regular habits in a calm gentle way would be much better than showing the child too much concern. She felt she was learning this and would not worry if it took quite a while longer. Later Mrs. W. telephoned to tell us she planned not to go to work, at least not until Mr. W. was called for service.

From these illustrations it is clear that we becloud the issue if we try to think of these parents seeking our counsel either as having problems that require help elsewhere like Mrs. A., or working mothers simply seeking care for their children during the day. It is much more complex than this, as we have attempted to show in our case illustrations. Whatever else the parent may be trying to do in going to work and using day care, and no matter how "good" a parent she may be and how well-adjusted her child may be, the situation itself creates a problem for both and one often fraught with pain and anxiety. Separation of mother and child for 10 hours, yes, 12 hours in many instances, is almost all the young child's waking day. It is our job to help the mother consider what this will mean to her and to him and assist her in preparing her child for this separation so that it may be, so far as possible, an opportunity and not a rejection, or at least an accepted way of life for many people in war times.

We start this in our initial contacts, but after the child is placed, the consultant needs to be readily available to the parent so that she can discuss her concerns and fears or those the child has manifested.

I want to touch briefly on the consultant's job in foster day care after the child is placed. Up to date we have found it necessary to have our continued relationships, particularly with parents, pretty much "catch as catch can." Parents often do not seek us out after placement unless something goes radically wrong, although we hear lots about them from our foster-parents. It is through the foster-mother that we usually get our indications as to how the child is adjusting, whether he seems happy, or that she is concerned about his behavior or his parents' attitude. This might be quite all right if the foster-mother and we could straighten things out without the parents' help, but who of us in day care can help a child very much except as we help his parents?

Then, too, we are often surprised to discover through our mother seeking out another day care resource that she's been concerned and unhappy about the child's placement for some time. Why didn't she come to us? We told her we were there if things didn't go along all right, but we set no definite times. She was busy and so were we, and she didn't want to bother us. Too often she doesn't come back to us until she either has taken the child out of the day care home or is planning to do so and wants another placement. Sometimes the reasons are real and another placement indicated, but often we know the same reactions of anxiety or disturbance on her part or that of the child will repeat themselves in the new home.

In Cleveland we tell our foster-parents and inform the own parents that we shall call in the foster day care home in the first month of placement and at least at three-month intervals thereafter. We encourage them to call us at any time they are concerned and we shall be glad to talk with them. I wonder if our parents wouldn't welcome also something more definite about our relationship to them, such as, "We shall be here on Monday nights and hope you will drop in during the first month of using this service to tell us how it is working. We hope you will want to see us from time to time anyway, but feel free to telephone us or come in if you have questions or are concerned about how your child is getting along." I feel quite sure that as soon as we are clear as to the need for continued contacts with parents, we shall devise the methods. Right now our problem is to devise these methods before trouble hits so seriously as to threaten the placement. At this point many of our contacts with parents are initiated by us after the foster-mother is so disturbed over the child's behavior or the parents' attitude as to be on the verge of giving up the child.

In conclusion, the consultant finds herself in emergency day care practicing case work in a new and sometimes rapidly changing setting. The parents and children she serves, however, have the same needs, the same anxieties, fears and frustrations with which she has long been familiar in giving help in using other social services. As she increases her awareness of the meaning of this new service for the parent, the child, the foster parent, or the nursery staff and their relationships to each other and to her, she will move with greater sureness and skill into that relationship which makes maximum benefit and satisfaction for the parent and child in using these newer services.

## Case Work Services in Day Nursery Care

*(Continued from page 7)*

take wise suggestions given her and is capable of carrying them out.

For such weak parents, who represent a fair proportion of our enrollment, especially in certain areas, I think the Day Nursery can offer something special. With other agencies they are apt to break their contact easily. At the Day Nursery they have to come regularly with their children, so the caseworker has an opportunity to build up a casual friendly relationship which can lead to something constructive.

You have probably gathered from what I have already said that many of the contacts with parents are casual, rather than weekly, hourly interviews. They are this of necessity because of the parents' limited time. Through such contacts the parents feel accepted and can make use of any helpful suggestions given them. With parents whose children present definite behavior problems in the Nursery, contacts often have to be casual for quite a while for different reasons. Such parents often feel guilty in coming to the Nursery because they know they have failed with their children and cannot manage them. They may have considerable feeling toward the Nursery staff who *can* handle their children, and they may resent or be jealous of the acceptance their children receive in the Nursery. In such situations the caseworker has a definite place on the Nursery staff. She can be the person who is primarily interested in the mother (or father) rather than the child. Her acceptance of the mother makes it possible for her to give expression, gradually, to her feelings about her child. But to achieve this goal, casework has to be adapted to the exigencies of the setting. The parent, when the child enters the Nursery, frequently is not ready to sit down and talk with the caseworker about herself or her child because her feelings are too strong. Frequently it becomes necessary to see the parent casually as she comes and goes with her child, for quite a while, talking about whatever interests her at the moment, thus, gradually giving her the feeling that she is liked for herself and making her comfortable enough to talk about the things that really trouble her. Then the caseworker begins to get the explanations for the difficulties, whereas she had only clues in the initial interviews. Casework principles remain fundamentally the same wherever they are practiced but probably every agency has to adapt its approach according to its function and the problems of its clients.

So far I have talked somewhat generally about



casework in the Day Nursery. I want to make my discussion clearer and more concrete by telling you of one situation actually known to one of our Day Nurseries.

When Deborah entered the Nursery School at three-and-a-half years of age, she was a frail, pale-faced child with long, straggly, blond hair and tiny features. Her nose discharged frequently and, being dependent and helpless, she was unable to do anything about it. Her one redeeming feature was her big brown eyes.

In addition to this pathetic physical picture, she adjusted very slowly to the group situation in the Nursery School. For almost two months she cried every morning when her mother left her. If, for one minute, she was left alone on the playground or in the playroom or cloakroom without an adult always in sight, she cried—a screaming cry. She was especially afraid of closed doors in kitchen, cloakroom or bathroom, if she was left unattended. She seemed neither to have, nor attempt to summon, the strength to open the doors. At first she was constantly needing to urinate, and even if a teacher would take her as far as the bathroom, she would make no effort to pull down her underwear but would stand by or sit on the toilet with her panties on and urinate.

All her routines were slow and Deborah was helpless in them. She made no effort to dress or undress herself. She ate very little and very slowly. Some mornings it took her one hour to drink a five-ounce glass of milk. To drink two ounces of tomato juice frequently took forty-five minutes. She was always the last to leave the lunch table. At rest time she would frequently take no nap at all. When she did drop off to sleep it would be for only fifteen minutes at a time. During the hour-and-a-half rest period she often would both wet and soil herself and always when she was wide awake.

When frequent observers came to the Nursery, Deborah seemed to make a strong attachment to nearly every one, even though they were at the Nursery for a short time. Several days after their visits, Deborah would describe them and ask where they were.

You can imagine what a trial this child would be in a Nursery school with thirty other children. Fortunately, the mother was so concerned about Deborah that she quickly began to tell the caseworker about herself and child. Before "Debby" entered, the mother may have been afraid to tell too much lest her child not be accepted. She had said she was a poor eater and was not completely toilet-trained; that the maternal grandmother, who cared for her, found her too much to handle along with the four-months-old baby brother. The caseworker had weekly contacts with the mother soon after Deborah entered and light was thrown on the reasons for Deborah's behavior.

Deborah had been exposed to two conflicting households from birth. The maternal grandmother, who shared her home with the parents, believed in babying Deborah and granting every whim—unless her patience was tried too much, when she would threaten Debby that she would leave her or tell her not to come to her rooms again. The grandmother's "babying" meant rocking Debby's bed every night until she fell asleep and whenever she awakened in the night. The mother finally stopped this, suddenly, at sixteen months. As Debby grew up, the grandmother did nothing to teach her independence but waited on her "hand and foot." The grandmother spoke a combination of English and a foreign tongue so that Debby was confused and retarded in her language.

The mother was disappointed in Debby from the start. She had wanted a boy, and Debby was a poor specimen, physically. She was a feeding problem from the beginning. Her mother began toilet training at five-and-a-half months but could not control Debby's urination. The father was home very little because he worked in a store he was buying; consequently, Debby was mostly with her mother and grandmother who disagreed on her

upbringing, and neither one was capable of making the child feel secure.

Debby's mother had much feeling against her own mother and a maiden sister who still lived with her mother. These strong feelings, apparently, kept her from moving away from her people. When Debby was three years and two months old, a baby brother arrived—a splendid physical specimen who was immediately the pride and joy of the family. A few months after he was born, the mother left both children with the maternal grandmother to help her husband in the store. Her hours were long and irregular and she was tired when she returned home.

The problem presented was one of helping the child and the mother. It was difficult, as you can imagine, for the staff to accept the crying, whining, helpless child. The caseworker repeatedly talked with all the Nursery School staff, explaining Debby's background, which helped arouse some sympathy for her which later led to a more positive acceptance. The Nursery School director laid down certain rules for the staff to follow with Debby. They agreed, first, that she needed security from them. One staff member was assigned the special task of being with her when she was on duty. Whenever she had to leave Debby, she took her by the hand and transferred her hand to that of the next teacher. This chain system was followed all day long. Debby was terrified on the playground and usually kept close to the teacher. Her ready tears made her a target for the other children's teasing and abuse. The teachers frequently had her sit on a high ledge on the playground, near them, and they sometimes held her in their arms for a while.

Small portions of food were served her and she was highly commended for finishing her meal. At rest time a teacher stayed near her. She had to urinate repeatedly and the teacher always remained with her in the bathroom but busied herself with a book or sewing so as not to give the child too much attention at this time. The only activity Debby liked was music and she was praised for her participation in rhythms.

Psychological examination gave little indication of her innate abilities because she was too anxious to focus her attention on the tests. Later in the year, psychiatric consultation was received with regard to Debby and her mother. The psychiatrist thought Debby was ruled by one main anxiety—the fear that she would be deserted. She continually tried to work through this anxiety by repeatedly attaching herself to observers—people who would leave her because they only came to the Nursery for a short time. He also thought she had strong feelings against her baby brother. He suggested that play therapy be tried with Debby and suggested that two situations, with clay or dolls, be set up for her. One situation was that of a child who leaves the parent. He suggested that Debby be exposed to this game until she could

identify herself with the child who leaves. The second situation was to put a mother doll, nursing her baby doll, in a room, with another doll outside the room watching what went on. The object of this was to get Debby to express her jealousy of the baby. One caseworker, who did not see the mother, undertook the play therapy. It took Debby a long time to enter into these situations but she gradually came closer to them. Once, when confronted with the second situation, she said: "Don't forget that the little girl really has a baby brother!"

The psychiatrist felt that the mother needed casework, or psychiatric treatment, to give expression to her own feelings, especially those related to the way her mother had raised her. The mother has not yet accepted psychiatric treatment but she has continued to see the caseworker. She is seriously considering leaving the parental home, which would be most helpful to her and Debby.

Now, after one year in the Day Nursery, Debby is a different child—taller and sturdier, so much so that the family pediatrician is amazed and delighted. There is no more crying and whining. She eats more and faster. She is accepted by the other children and enters into their play. She even makes use of the playground equipment. There is no more wetting or soiling. This summer she was able to go to our Nursery Camp for three weeks, during which time she did not see her parents. Fortunately, one of the regular Nursery assistants, who understood her, had Debby in her group. The first night there, she awakened every hour with some request and the assistant repeatedly reassured her. After that she only awakened once or twice a night. She became more independent in dressing and undressing herself. It took several days to get her into the shallow wading pool, but once in, she loved it. The parents are delighted with their changed daughter and this makes them more accepting of her which, of course, helps Debby greatly. All is not perfect, but certainly there is marked improvement.

The story of Debby, I hope, gives you some idea of what can be done for children and parents in the Day Nursery. I think it is one of the more fertile grounds for casework because children can be reached in their early years when there is real opportunity to do preventive work. Casework is not alone in achieving results because the caseworker is reinforced by Nursery School director, teachers, nurse and doctor. The caseworker can also call in other specialists. The caseworker, however, can add the skill of understanding to the skills represented by the other staff members. Frequently, for lack of understanding, other staff members' skills are "frozen" because they can't feel right toward the child. This one skill of understanding, alone, has possibilities of being the dynamo which releases all other skills to function at their best to help both parents and children.

## A Case Worker Speaks to the Public Use of Day Care

*(Continued from page 9)*

certain fundamental premises, then case work does have a place. The premises are:

(1) Anyone offering day care has the responsibility of seeing that it is offered in such a way that each individual child can have a good experience, one that will be conducive to his health, welfare and psychological growth.

(2) Small children, separated from their parents for long hours each day, may suffer emotional tension and permanent damage to their personalities through feeling deserted, insecure, etc.

(3) Getting used to a nursery for the first time may be a rather devastating experience for a small child, unless he is given special help and moral support by his parents during the adjustment period.

(4) Parents may have mixed feeling about leaving a child in the nursery. Their fear and uncertainty about it may interfere with the child's chances to make a good adjustment.

(5) The nursery cannot take exclusive responsibility for a child's care and training. There must be some working-together between the nursery and the parents.

What is it that the case worker in a nursery does? Very briefly, she is the one who has all the necessary interviews with the parent on the subject of what the day nursery is like, whether the parent wants to use it and knows enough about it to decide, whether the parent can help the child to accept the new and strange experience. She will work out with the parent the question of what responsibility the nursery will take, and what responsibility the parent must take, and how these can fit together. After the child is in the nursery, it is teachers who care for him, of course, and not case workers. But the case worker must keep in touch with how the child is getting along. She may observe him in the group, but mainly she will depend on regular and full reports which the teacher will give her as to his progress. This is necessary because the case worker must continue to have a relationship with the parent. From time to time she will have interviews with the parent by appointment. This may be at her request, but the parent may also request the interview. They will discuss the child's progress, and what needs to be done differently by the nursery or by the parent in helping him to get along better, and they will also discuss any problems or difficulties in the working relationship between the nursery and the parent.

Why are we so sure that this kind of activity is not "protective," and is not "meddling in the affairs of parents"? We can be sure only as long as we, the case workers, limit ourselves to those things which are legitimately our concern as representatives of the nursery. We cannot take responsibility for the parents, and we cannot make decisions for them. But the nursery can be responsible for saying under what kind of circumstances the service can be offered. And this is determined by what we see happening to the children in our care. Here are two brief illustrations of what a case worker might do:

(1) Johnny was having great difficulty fitting into the group. He was aggressive, quarrelsome, could not share toys or take part in co-operative games. Everything must be "mine." He wanted to push others away from "his" block pile. He fought and cried at the drop of a hat. He had not progressed during a period of several months in the nursery, although the teachers had done everything possible to help him. We learned that the mother did not bring Johnny to the nursery, nor call for him herself. She left this to a 14-year-old sister. The mother was over-burdened by affairs at home and scarcely noticed Johnny. The whole problem of his care had been left to the nursery and the sister. The case worker could not approach this by helping the mother to solve her problems at home, nor by instructing her that she should give more affection to Johnny. But she could present the problem of Johnny's trouble in the nursery, and say, "Can you do something to help Johnny be happier about coming here? We've done all we can but he's getting worse instead of better. We would not feel right about keeping him in the nursery indefinitely if he cannot thrive here better than this. Is there anything you can do to help him?" This mother had lost sight of Johnny as a person, and of what he needed from her. But when the nursery placed the problem back on her, where it belonged, she was able to take hold of it. She became more aware of Johnny. She reorganized her time so that she could take him back and forth to the nursery herself, and help him to feel that he was important and wanted. In a really short time Johnny settled down in the nursery and became a much happier, more friendly and affectionate little boy.

Of course this did not happen quickly, and much more went into it than we can show in this brief summary. There were a number of interviews between the case worker and the mother, in which the mother talked through the way she felt about Johnny, and the case worker offered her understanding and help to the mother in working out the problem. Then as Johnny began to improve in the nursery, the case worker again saw the mother to share this improvement with her, and let her feel a sense of satisfaction in what she had been able to accomplish.

(2) Shirley was having trouble for quite a different reason. Her mother was over-anxious about her, and each morning in the nursery would hang over her for a long time, unable to say goodbye. Shirley in turn was anxious, unsettled, and during the day cried for her mother. In this kind of situation the mother's attitude is making it hard for the child to become adjusted to the nursery. This gives the nursery case worker a right, and a necessity, to inquire into the feelings of the mother. She may say, in essence, "We don't know whether Shirley can be happy here, or whether you can let her be. It seems to be very hard for you to bring her here. Would you like to talk over the way you feel about having to use the day nursery?"

This might bring out any number of things. Perhaps the mother is not prepared to be separated from

her child. Perhaps she is jealous of the attachment the child may form for the nursery teacher. Perhaps she is guilty because she cannot care for Shirley at home. Through talking about her feelings, and finding that they can be accepted and understood by the case worker, she may be able to come to terms with her situation and relax sufficiently to let Shirley settle down in the nursery. On the other hand, she may decide that it is not worth all this anguish to her, and that she wants to take Shirley home again. In any event, it is a legitimate function of the case worker to help the mother clarify her own feelings sufficiently to come through to a decision for herself.

If a day-care program is to be really responsible for seeing to it that the children grow and gain confidence, and that their relationships with their families are not harmed by their care being shared with the nursery, there must be someone in the nursery who will carry the kind of a continuing relationship with the parents that we have been describing. It is the business of the case worker to represent the agency offering a needed service, in this instance day care, and to be able to help people with whatever feelings and attitudes they have in connection with using that service. This is the special service for which case workers are trained. Surely this kind of service, when understood, can be acceptable to the public, and to the various groups in the public who have a stake in day care. Case workers have not been helpful in lifting the stigma that has become attached to case work because of the impression that it is a service only for dependent, underprivileged people. Now perhaps for the first time we may have an opportunity in the field of day care to show that case work can be a vital part of a community resource, offered "without fear or favor" to a pretty general cross-section of the public.

### New League Members

#### JEWISH SOCIAL SERVICE BUREAU

15 Fernando Street

Pittsburgh, Pa.

Miss Gertrude A. Glick, Executive Director

#### NORTHSIDE DAY NURSERY

616 North Euclid Street

St. Louis, Missouri

Mrs. John A. Flurrie, President, Bd. of Directors

#### EDGEWOOD CHILDREN'S CENTER

330 North Gore Avenue

Webster Groves, Missouri

Miss Meta Gruner, Executive Secretary



## READER'S FORUM

DEAR EDITOR:

Discussion has arisen in our day nurseries regarding payment of fee on days children are absent. We would like to know if it is customary to pay for the week or only for the day's care a child receives.

Reply

There is no country-wide custom for establishing day nursery fee payments, since, as you know, the existing day nurseries, some of which were founded many years ago, have developed individual systems. In most of the recently established day care centers parents' payments are based on the sliding scale of fees which is determined by the number in each family and the total family income. In one nursery well known to us it was formerly the custom to charge parents for only the days which the child received care in the nursery. It was found after several years of this practice that the income from parents' fees fluctuated so greatly that it was impossible to make a definite estimate of the amount of income from this source for the ensuing year. It was then explained to the parents whose children were in care that even though a child were absent for two or three days a week due to colds or other illnesses the overhead expenses for that child actually continued. The parents were able to accept this and also the new practice of making a flat weekly charge based on the same sliding scale of fees. If, however, a new child were admitted in the middle of the week, only half of the weekly fee was charged.

—A. T. D.

Discussion of this practice is hereby invited.

## NEWS FROM THE FIELD

TREMENDOUS increases of population in Dayton, Ohio, and the surrounding area have made our housing and foster home shortage unusually acute. One small new device which we used to get foster homes proved successful in more ways than one.

From foster parents, we obtained the names of the editors of papers published, usually weekly, in thirteen small towns surrounding Dayton. We wrote these editors that we needed to consult them about a serious community problem. We then called on them by appointment, discussed our problem, asked them to write editorials, and left popular pamphlets describing our work. All thirteen granted our request and wrote unusually appealing and accurate editorials. As a result, 109 families contacted us by mail, telephone or visit. From these we have obtained 15 very good boarding homes, a high percentage for a community as crowded as ours. Moreover, these editorials attracted readers far more than

our own publicity usually does. We have noticed an increased interest on the part of a surprising number of people and we are convinced that still more foster homes will result from this effort.

—CHILDREN'S BUREAU OF DAYTON, OHIO

## Case Work and Training Defined

THE article entitled, "The Untrained Worker in a Case Work Setting," by Elma H. Ashton, Associate Director, Home Service Eastern Area, American Red Cross, which appears in the November issue of the *Survey Midmonthly*, comes like a breath of fresh air. Trustees and administrators, teachers and practitioners in social work, will want to read this carefully. Staff shortage is the kind of handicap that has literally been choking the services during this period of increased need in every community. And the shortage of trained personnel has, because of the intensity of the problems, been challenging the most skilled. It has paralyzed some services. Repeatedly we have said that such a precipitous increase in the need for all manpower as was created by global war must naturally spell shortage. It must call into action in all fields of endeavor many willing but unprepared, untrained to serve. Moreover, a crisis inevitably reveals weaknesses, and in this instance it revealed the fact that there never has been a body of trained personnel sufficient in number to staff the case work agencies.

Obviously, untrained workers must be engaged, and are being engaged by many agencies. But what jobs, what parts of the job are to be assigned to the untrained; how prepare them for their work; what is it that a trained individual can do which those without training cannot do. Nationals of service agencies and professional associations have been struggling with this problem. These questions Miss Ashton discusses with refreshing simplicity. Moreover, she discusses with clarity that is incontrovertible, the dilemma of a profession that has yet to define its purpose and therefore its practice, though it undeniably serves vital needs, has a basic philosophy and recognized skills. Miss Ashton has arrived at a definition of purpose on which she can base a workable concept of what is a trained and what is an untrained worker, and what is common denominator in all case work service. I want to quote her closing statements, though they must not be taken in place of a reading of the entire article:

"It seems timely to focus not specifically on what the untrained worker is doing, but rather on what all

of us who are administering services to individuals are doing. We have come through a period of concentration on methods of working with people and arrived at what seems to me a healthy recognition of differences. We must continue to examine and redefine our methods but we must look also at our reason for being—the purpose for which we are hired. Do we know that agencies created to offer services to individuals hire trained workers for only a small portion of the jobs; that we cannot operate as caseworkers except in the various agency settings; and that the only common base of operation of trained caseworkers is that of the total group of trained and untrained workers—the job of administering the agency's service to the individual who comes for that service?

"The early 1930's presented a picture similar to that of today. Agencies needed workers to administer their services. Untrained people carried the burden of the job. Those who were the most adequate discovered their limitations and went from jobs to schools of social work. Today many of them are in leadership positions in social work.

"For years to come, the untrained worker will continue to be used in one of the most strategic spots in the agency—she will continue to be the person to whom the client comes for the agency's service; for the supply of trained workers cannot meet the demand.

"Knowledge of the wide range of performance in casework today only strengthens the belief that every person who comes to a social agency for service has a right to the highest quality of service an agency can offer; and that only through a deep inner experience in gaining knowledge and skill, does a worker really become equipped to offer such service. This knowledge leads to the conviction that the trained workers in agencies today have a responsibility to help the administrative heads gain an appreciation of quality in service; to offer more and better supervision to workers; to help the inadequately trained get into the schools of social work equipped to offer them what they need; and to weed out those who should be working with something less sensitive than human beings."

—H. L. G.

### BOOK NOTES

THE ROLE OF CASE WORK IN INSTITUTIONAL SERVICE FOR ADOLESCENTS, by Grace I. Bishopp, Child Welfare League of America pamphlet, 34 pp. 35 cents.

As one of many social resources, the institution has but recently shown an interest in the case work

method as an aid in administering its services to those who need and want them.

In the monograph, *The Role of Case Work in Institutional Service for Adolescents*, Grace I. Bishopp illustrates and discusses the use of the case work method in this field. In a few sentences she manages to convey a vivid sense of life in a setting that far too frequently reflects the static quality of bricks and stone. There is a sensitive valuation of each individual, a hearty respect for the service, and a keen desire to have that service used as constructively as possible.

The body of the article is a description and discussion of the place and activity of the case worker. As Miss Bishopp sees it, the case worker's job is "to relate herself to the *problem* which the girl and parent have brought to the institution for help, and to work with them both regarding the way this service is meeting it, until the contact is ended." This definite and clear statement should be of great help to social workers who are grappling with the many-sided problems in the institutional setting.

Giving illustrations from her own work, Miss Bishopp discusses service at point of entrance, within the institution, and at the termination of placement. Each of these is highly instructive of the social worker's activity and responsibility as an agent of the institution, and of the helpfulness of her professional method in these complex situations.

For social workers in institutions, I would like to call special attention to "service within the institution." Arrival and departure demand, and have always gotten, a certain amount of attention. These areas could profit through more reflection and thoughtful planning to meet the problems involved. The middle part, the life within the institution, is most often overlooked. In this area, to my mind, Miss Bishopp makes her greatest contribution through a discussion which grows out of her own acceptance of a *continuing* and a *shared* responsibility for each child. The case worker does not need to be the all-important person to the child, but makes her contribution as part of a larger whole in which every other staff member shares.

For child welfare workers outside the institutional field, I think this monograph could be read very profitably for its case work method professionally oriented to the function of the particular agency, and for its sense that living in an institution can be a whole experience utilized for growth.

—ROSE GREEN

Assistant Professor of Social Work, Department of Sociology and Social Work, University of Minnesota

INFANT AND CHILD IN THE CULTURE OF TODAY: THE GUIDANCE OF DEVELOPMENT, by Arnold Gesell, M.D., and Frances Ilg, M.D., in collaboration with Janet Learned, M.A., and Louise B. Ames, Ph.D. New York: Harper and Brothers. 1943. 399 pp. \$4.00.

A ten-year-old who has been helping in a Nursery School was recently telling her mother about her responsibilities and about the other children her age. She thought that they did not handle the little ones as well as they might, "because," she said, "they don't have the idea of guiding from the background."

The reader of this book is likely to be well imbued with the idea of "guiding from the background." It is a book which enriches the powers of observation and portrays both the "ongoingness" and the "ebb and flow" of development in a way which is nothing less than dramatic.

One particularly interesting feature is the series of sketches of "Behavior Days." Each chapter in this part of the book is devoted to one age level. Eleven ages are covered, ranging from four weeks to five years. Each section begins with a "Behavior Profile," which is a summary of behavior capacities and characteristics for that age. Then come detailed descriptions of illustrative behavior days, set up not as models, but as examples only, with occasional suggestions for guidance.

The behavior day at each level is discussed under the following headings: sleep (night and nap), eating, elimination, bath and dressing, self activity, sociality. Following these descriptions in each chapter is a section on "Cultural and Creative Activities," "Nursery Behavior," and "Nursery Techniques."

The descriptions are phrased with obvious care, so that rarely do they fall into the error common to many books on psychology: "At such an age the child should be able to do so and so." They convey the highest respect for individual differences, a respect which is consistent throughout.

As valuable a book as this is in many ways, it has almost more than its share of faults. For one thing it is too long, 400 pages—unusually large pages too. Also, it tries to cover too much ground. There is considerable repetition. Certain sections are definitely "wordy." Parts are highly technical, and parts extremely simple. Readers whose background is at the technical level may find the simple parts boring and unprofitable. Readers who need simplified content may be both confused and discouraged by the technical parts. This fault may be due to the fact that the authors have directed the book "to professional and lay workers in the field of early child wel-

fare and education, including parents as well as teachers, social workers, nurses, and physicians." In the opinion of the reviewer, it would be practically a miracle for any book to be completely effective when addressed to an audience with such a wide range of experience and training.

This is not a book to be read straight through by anyone. It is really a reference book, and should be regarded as such. People working with children of a given age will find that certain sections bear re-reading many times over. Neither is it a book about problems, nor one which pretends to tell parents "what to do." In order to get much out of the book as a whole, a parent will need to be somewhat exceptional in education, intelligence, and sophistication. For that reason, it should be recommended with discrimination.

—NINA RIDENOUR

*Psychologist, New York City Committee on Mental Hygiene*

### Child Guidance Leaflets

THIS packet of thirteen leaflets is a series on eating, designed to help—(1) doctors and nurses in well baby clinics deal with eating problems; (2) parents who are already experiencing problems in eating with their children; and (3) parents who have no problems but who may be concerned about how their children are eating, how much. Several of the pamphlets deal with the general subject of parent-child relationship and sibling relationship. They can well serve as a basis for discussion for cottage parents, volunteers in day care, foster-parent groups, etc. The whole packet may be obtained for 40 cents; the eight leaflets for parents for 25 cents, through the New York City Committee on Mental Hygiene, 105 East 22d Street, New York City.

### New League Publication

WE are very pleased to announce that a new Child Welfare Bibliography, including publications almost as of that date, will be released shortly after January 1, 1944. Originally intended as a supplement to the Child Welfare Bibliography of 1937, in its finally revised form it is inclusive enough to stand on its own. Included is a listing of child welfare bibliographies now in use.



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